**ENSE 496ab, Social Software Systems Design. Fall 2019**

**Activity: Community characteristics & orientation**

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**NOTE**: Each student will fill out this file given the responsibilities and deliverables in their “pod.” It might help to include whatever information you find interesting based on our discussion with our key customers on September 20.

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| **Community characteristics** | | | | | | | | | | | | |
| **Community life-cycle (current state)** | | | | | | | | | | | | |
| **Where is your community in its life-cycle?** | | | | | | | | **What you need to focus on:** | | | **Special needs** | |
| **Just forming**  Need basic tools to connect, but not sure from there | | | | | | | | Discuss the potential of some basic tools with members, explore what ideas it might give them, and see what they might bring in with them. | | |  | |
| **Self-designing**  Information stage, but with a strong sense of what it wants to accomplish | | | | | | | | Contribute ideas to the design. Analyze systematically the implications of their community design for technology, infrastructure, and technology skills. | | | -They find themselves between self-designing and growing & restless.  -They tried looking at other examples like EGAD to try and help and improve what they had | |
| **Growing & restless**  Ready to add new functionality to its tool configuration | | | | | | | | Try to make this a community reflection and self-design event. Does their restlessness suggest a major change, such as a transition to a new platform? | | | -They know what worked, what kind of worked, and what did not work at all.  -They knew they missed some areas but did not know how to fully assess those areas  -Programs need to remap their curriculum, include ethics and equity (how do you teach it in engineering –kind of out of our scope), lifelong learning, continual improvement (process in place-collecting, cataloguing)  -What do we do with the data once we actually get it all? | |
| **Stable and adapting**  Just needing some new tools | | | | | | | | How much disruption will the community tolerate? How will the new tools be integrated into or affect existing practices? | | |  | |
| **Constitution** | | | | | | | | | | | | |
| **Diversity:** How diverse is the community? | | | | | | | | | | | | |
| **Topic** | | | | | | | | **Your notes** | | | | |
| What are the different types of members and what are their levels of participation? | | | | | | | | -There are professors assessing the graduate attributes (They have the most work and are the ones who have to be most active)  -OBA (program chairs, lab instructor representative, Dean, Chair (Dave), VP of academic RESS dropped out years ago) developed a survey for 4th years to complete/employers, as well as a survey for Alumni (Currently get lost easy/not well tracked/what do they do with them when they get the results back?)  -Difficult to get non-engineering classes to participate (Science, Business); simple tool would be best for them  -Programs analyze their own data, not OBA  -Similar classes could benefit from talking to one another  -Engineering analysis is poor (need a better mechanism)  -Professors used to offload work to lab instructors (lab instructors now have to do 3 evaluations a year on top of professors for whichever labs they choose) | | | | |
| How spread apart is it in terms of location and time zones? | | | | | | | | -When surveying Alumni, where are they? (Usually lose track of them, would love more data from them but usually lose track of their contact information)  -Most Alumni love to come back and talk (this is not a requirement of them of course) | | | | |
| What language(s) do members speak? | | | | | | | | -English | | | | |
| What other cultural or other diversity aspects may affect your technology choices? | | | | | | | | -English language skills (have to be crystal clear/explained multiple times/clarity)  -Modifying file format (really annoying)  -Consistent upload format (mainly MS office; word, excel, or pdfs work)  -Clear instructions as to what they should provide if limited selection options  -A “click here to contact” Dave or other help button perhaps? | | | | |
| **Openness:** How connected to the outside world is your community? | | | | | | | | | | | | |
| **Topic** | | | | | | | | | **Your notes** | | | |
| How much do you want to control the boundaries of your community? Does your community need | | | | | To be private/secure  Open boundaries  Both private & public spaces | | | | -Definitely not public (internal use only; program chairs/Dean’s office)  -Possibility of a sub-layer for professors to have access to their own data  -Might have data entered by a staff or co-op office from surveys  -Evaluation forms on project day get handed in and someone has to do something with them (need entry points) | | | |
| How does your community need to interact with other communities? Do you need common tools for sharing and learning with them? | | | | | | | | | -With non-engineering classes, a simple/common tool for them (does not have to be as robust as engineering classes because they do not have to do it technically)  -Maybe these non-engineering professors would like to see some actual data (most do not actually care though)  -The main rubric has 4 bins/excel files with an example of quality of work needed from each class (pdf format submitted usually) | | | |
| **Technology aspirations** | | | | | | | | | | | | |
| **Technology savvy, tolerance, & constraints**: What are your community’s technology interests and skills and patience thereof? What are the constraints imposed by technology factors? | | | | | | | | | | | | |
| **Topic** | | | | | | | | **Your notes** | | | | |
| How interested is your community in technology? | | | | | | | | -Simplify the amount of work they have to do. The easier/faster, the better | | | | |
| What is their capacity for learning new tools? | | | | | | | | -Good capacity for learning new tools | | | | |
| What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction? | | | | | | | | -If it is simple, it will promote the use/go far.  -Make the tool as fast as possible to use | | | | |
| How tolerant are members of the adoption of a wide variety of tools? | | | | | | | | -Should not really be a problem | | | | |
| How many technological boundaries are they willing to cross, e.g. sign in to more than one web-based tool, learn to use new tools, or give up old favorites? This helps you understand what level of integration you need. | | | | | | | | -Should not be a problem (change management) signing into another interface  -Maybe slight problem giving up the excel file from keeners  -If it can somehow historically archive previous data (even have access to the old data on the new system somehow would be great) | | | | |
| What are your members’ technology constraints (e.g., bandwidth, operating systems, etc.)? | | | | | | | | -Mainly use MS Office  -Firefox tends to be the main web browser used | | | | |
| How much time are members able to be online and from where (office, home, field)? Some people have limited online time, or are able to be online only in specific locations. Others are always on. Very diverse situations can affect participation | | | | | | | | -Members are always online | | | | |
| **Community orientation** | | | | | | | | | | | | |
| **Relevance to community**: Use the range from 0 (no relevance) to 5 (high relevance) to determine what matters most to the community. Look at these from the perspectives of the different types of members (under “constitution”). Also discuss the “value-added” to each member group | | | | | | | | | | | | |
| **0** | **1** | **2** | **3** | **4** | | **5** | **Orientations** | | | **Variants** | | **Key activities/your notes** |
|  |  |  |  |  | |  | **Meetings**  Many communities place a great emphasis on regular meetings where members engage in shared activities for a specific time. Meetings, and the visible participation of members, assert the community’s existence | | | Face-to-face/blended  Online synchronous  Online asynchronous | | -Dave does not see a need to have meeting minutes necessarily |
|  |  |  |  |  | |  | **Open-ended conversation**  Some communities maintain ongoing conversations as their primary vehicles for learning. Open-ended conversations are common when a community is co-located and people keep the conversation going as they “bump” into each other. | | | Single-stream discussions  Multi-topic conversations  Distributed conversations | | -Possibly (fits into continual improvement)  -Professors should be able to explain their data through comments  -Prefer to actually have an in-person meeting and talk about the data (maybe log the comments somehow?) |
|  |  |  |  |  | |  | **Projects**  In some communities’ members want to focus on particular topics, go deep, and collaborate on projects to solve problems or produce useful artifacts. Learning is not just a matter of sharing knowledge or discussing issues. Members need to do things together in order to develop their practice. Projects usually involve a subgroup within the community | | | Practice groups  Project teams  Instruction | | -Training interface/process would be important/show people how the maps work and look like if they are curious  -Information version of the tool  -Mainly for new professors and sessionals  -Easy functionality to change the map/upload a new one  -Read access to everyone in the program  -Read/write access to the program chairs/office staff |
|  |  |  |  |  | |  | **Content**  Some communities are primarily interested in creating, sharing, and providing access to documents, tools, and other content. Valuable and well-organized content is a useful resource for members | | | Library  Structured self-publish  Open self-publish  Content integration | | -Not really important  -It is their data to do what they want with technically |
|  |  |  |  |  | |  | **Access to expertise**  Some communities create value by providing focused and timely access to expertise in the community’s domain, whether internally or externally. Communities with this orientation focus on answering questions, fulfilling requests for advice, or engaging in collaborative, just-in-time problem solving | | | Questions & requests  Access to experts  Shared problem solving  Knowledge validation  Apprenticeship & mentoring | | -They want somewhere to click to be able to contact someone internally for help  -Every school is set up different therefore the help should stay internal  -Apprenticeship and mentoring maybe? (going to a colleague instead of Dave for help. This is not as important; maybe a 2/5) |
|  |  |  |  |  | |  | **Relationships**  Some communities focus on relationship building among members as the basis for both ongoing learning and being available to each other. This orientation emphasizes the interpersonal aspect of learning together. Communities with this orientation place a high value on knowing each other personally, emphasizing networking, trust building, and mutual discovery | | | Connecting  Knowing about people  Interacting informally | | -Classes taken by multiple programs and/or taught by multiple professors would be better if they talked more  -Some faculties make proposals to change course structure that other faculties might not like and/or it may affect them hugely (changing an ENEL class that ENSE students need to take) |
|  |  |  |  |  | |  | **Individual participation**  Learning together happens in the context of a group, but it is realized in the experience of individuals. People bring different backgrounds, communication styles, and aspirations to their participation in a community. People have different levels of commitment, they take on different roles, and they use tools differently | | | Levels of participation  Personalization  Individual development  Multi-membership | | -System should always allow the instructor of the course to add data, even if they are not part of the faculty technically (Karim teaching ENEL instead of only ENSE classes)  -Need some way to assign/control rights per semester |
|  |  |  |  |  | |  | **Community cultivation**  Some communities are happy with loose self-organization and unplanned evolution, while others thrive on attention to community cultivation. They have a need to reflect on the effectiveness and health of the community to make things better, joined with a willingness to work on it | | | Democratic governance  Strong core group  Internal coordination  External facilitation | | -Design a dynamic tool (be able to add functions/change easily)  -Do not want to tool getting thrown out in a few years  -Community should be able to customize how they want but try and keep same framework  -Can be changed at OBA level instead of having its own interface maybe?  -Program chairs speak on behalf of their members and should be able to change their maps  -Chairs should be able to see domino effects if they want to make a change somewhere (class attribute it fulfills; maybe flag it somewhere, this did happen in the past before |
|  |  |  |  |  | |  | **Service context**  In some cases, serving a specific context becomes central to the community’s identity and the ways it operates. They may live inside an organization, whose charter their practice needs to serve. They may have a mission to provide learning resources to the world or to recruit members widely. Or they may seek interactions with other communities whose domain complements their own | | | Organization as context  Cross-organizational  Other related communities  Public mission | | -Very important project to Dave, chairs, office staff, and everyone else  -Should be a contained system |
| **Scratchpad (other interesting insights, questions/answers, etc.)** | | | | | | | | | | | | |
| -There are 12 graduate attributes in total, such as, knowledge base for engineers, problem base analysis, lifelong learning, etc. and the curriculum is matched to meet these 12 attributes (each class has a specific one)  -The attributes are difficult to manage, quality control issues; people submit modified formats, not fully filled in, etc  -Currently an excel template with name, class, graduate attribute, etc. measures how the students do and auto-generates a histogram map based on information  -Professors are given a list of possible indicators, such as, communication, or ability to write a technical report using the proper standards and reference properly  -Professors have around 5-6 indicators to choose from (sometimes they do not work for the professors, so they create their own to put in the box)  -Every program has a specific map to follow and might break accreditation requirements if you add a new indicator/ take one away. There has been gaps in the past.  -They need a way to flag to everyone that they have created a gap if they do create their own  -If professors create their own or fill in their stuff improperly, the office staff usually have to just keep emailing them and currently have to manually do all these checks to see if everything is proper  -Maybe professors should have to provide a reason as to why they chose that attribute that they believe should fulfill the indicator  -Most professors use the same indicator (compare the same thing) every year. The OBA committee would like more different indicators to be used but still manage to keep the professors work load as easy as possible  -Professors need to be engaged in the process even if the class is taught in both semester every year  -Data collected comes from anything taught throughout the class therefore it depends on where the one of the professors wants to take data from if there are multiple professors  -Would like a bit more of a variety when professors are gathering their data, instead of only looking at the final, maybe use a midterm, or lab exam, etc.  -Professors look at the big picture of everything (most students in the class)  -If their class is doing poorly, maybe there needs to be a new different class, new curriculum or change the textbook maybe for continual improvement  -Would like to compare multiple years against one another (compare maps)  -Do they put all classes with the same attributes together or keep separate (out of our scope – Dave’s call kind of)  -This process started in 2014 and the U of R was one of the last to meet this new requirement because our prior to our last accreditation in 2012. Our next upcoming for 3 of the faculties is in 2021. Not very far away. | | | | | | | | | | | | |